

What is Social and Emotional Learning (SEL)?

SEL is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. (See the [Skills and Competencies](#) page for more detail.)

Many of the programs that teach SEL skills have now been rigorously evaluated and found to have positive impacts. According to reliable research, schools are a highly effective setting for teaching SEL skills.

SEL is also a framework for school improvement. Teaching SEL skills helps create and maintain safe, caring learning environments. The most beneficial [SEL programs](#) provide sequential and developmentally appropriate instruction in SEL skills. They are implemented in a coordinated manner, schoolwide, from preschool through high school. Lessons are reinforced in the classroom, during out-of-school activities, and at home. Educators receive ongoing professional development in SEL. And families and schools work together to promote children's social, emotional, and academic success.

CASEL has identified five core groups of social and emotional competencies (2012)

Self-awareness—accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

Self-management—regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately

Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Relationship skills—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed

Responsible decision-making—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community

With regard to *self-awareness*, children in the elementary grades should be able to recognize and accurately label simple emotions such as sadness, anger, and happiness. In middle school, students should be able to analyze factors that trigger their stress reactions. Students in high school are expected to analyze how various expressions of emotion affect other people.

With regard to *self-management*, elementary school children are expected to describe the steps of setting and working toward goals. In middle school they should be able to set and make a plan to achieve a short-term personal or academic goal. High school students should be able to identify strategies to make use of available school and community resources and overcome obstacles in achieving a long-term goal.

In the area of *social awareness*, elementary school students should be able to identify verbal, physical, and situational cues indicating how others feel. Those in middle school should be able to predict others' feelings and

perspectives in various situations. High school students should be able to evaluate their ability to empathize with others.

In the area of *relationship skills*, in elementary school, students should have an ability to describe approaches to making and keeping friends. Middle school students are expected to demonstrate cooperation and teamwork to promote group goals. In high school students are expected to evaluate uses of communication skills with peers, teachers, and family members.

Finally, with regard to *responsible decision-making*, elementary school students should be able to identify a range of decisions they make at school. Middle school students should be able to evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities. High-school students should be able to analyze how their current decision-making affects their college and career prospects.

What the research says about “direct skill instruction”:

Research reviews of conflict resolution, prevention, and youth development programming indicate several criteria that successful curriculum based programs share in common. According to the work of Hawkins and Catalano and key researchers associated with CASEL (Collaborative for Academic, Social, and Emotional Learning), curriculum based programs that produce positive changes in student behavior include:

- A prescribed sequence of organized, coherent, and developmentally appropriate lessons in which student learning at one level builds upon what has come before and prepares students for what comes later
- Multiple years of direct skill instruction throughout a child’s school experience versus one “dose” for one year only. Prevention research suggests that developing a specific skill competency requires six to eight hits – in other words, a one-time experience will not produce a change in behavior.
- A curriculum that incorporates exposure to and instruction of a new skill with suggestions for continued practice in multiple settings and different contexts, tips on teacher coaching and feedback, and opportunities for demonstrations of mastery
- Adequate training that prepares teachers to implement the curriculum and follow-up support and coaching to increase teacher’s skills and sustain quality delivery of the curriculum

CASEL has suggested several other guidelines that maximize the effectiveness of direct skill instruction:(Zins, Elias, Weissberg, Greenberg, Haynes, Frey, Kessler, Schwab-Stone, and Shriver, 2000)

- Engage students as active partners in creating a classroom atmosphere in which caring, responsibility, trust, and commitment to learning can thrive. Research indicates that encouraging student involvement in classroom decision making strengthens their attachment to school and their interest in learning.
- Integrate social and emotional learning programs into the regular curriculum and life of the classroom and school. Social and emotional learning skills can readily be connected to other thinking skills such as analytical thinking, prediction, synthesis, analogy, and metaphor.
- Use a variety of teaching methods to actively promote multiple domains of intelligence. Howard Gardner's work has made it clear that the various domains of intelligence are interrelated. Activities, such as cooperative learning, artistic expression, group discussion, and self reflection, that call on a variety of intelligences allow for the strengths and weaknesses of a range of children.
- Weave a consistent conceptual thread supporting social and emotional learning throughout the entire school curriculum, rather than introducing a series of fragmented activities focusing on isolated issues.
- Teach by example – a powerful instructional technique for emotional and social learning.

Even when schools choose a direct skill instruction program that meets many of these criteria, questions about when and where to teach the curriculum present many challenges. With pressures to align all learning to local and national standards, it has become increasingly difficult for schools to find the best fit for CRE skill instruction within their total learning program. Here are a few examples of how elementary, middle, and high schools have met this challenge.

In elementary schools, many educators link CRE skill instruction to specific learning standards and incorporate skill lessons into their language arts, social studies, and life skills curricula. Some teachers go a step further integrating direct skill instruction and the exploration of CRE concepts and processes through an examination of conflict and character in literature and social studies. Others teach an extended CRE learning unit during the year that meets Health Education learning standards. Some of the most successful and experienced CRE teachers I've met take another direction altogether. They observe their students closely in the beginning of the year, assessing students' social and emotional competencies, and identify and prioritize the competencies they want students to strengthen and practice during the year. Teachers who use this "less is more" approach make a conscious effort to include multiple practices of a particular skill set over several weeks so students begin to see the development of these competencies as an integral part of classroom expectations.

Finally, successful implementation of direct skill instruction programs depends on the level of sustained district-wide or school-wide leadership for the program, financial support, professional development, parent and faculty commitment to the program goals, and the capacity to continue mentoring new "drivers" who will hold the vision.

School-wide practices that support CRE and SEL:

We need to develop a set of core practices that supports a problem solving orientation and students' development and practice of social and emotional competencies within all aspects of schooling: in the classroom, on the playground and the playing field, in codes of conduct and disciplinary policies, in the counseling office and in the guidance center. Developing such a culture takes time, attention, and intention from every constituency – administrators, faculty, guidance and support staff, students, and parents.

- Healthy play;
- Student orientation to school;
- Service and stewardship within the school community; and
- Student-faculty initiatives that promote a positive peer culture.

Classroom practices that support CRE and SEL:

How and when adults provide meaningful practice of conflict resolution skills and processes will, in large part, determine how often and how well students actually use these skills in the classroom, in the hallways, or at home—and even how well kids act as models for each other. Teaching students the process of negotiation in a direct skill lesson, for example, has a better chance of sticking when students have opportunities to negotiate what and how they are learning in the classroom.

- Developing group guidelines and agreements;
- Negotiated learning;
- Class meetings and problem-solving protocols
- Cooperative learning strategies
- Modeling, teaching, practicing, and assessing life skills and habits of learning and self-discipline;
- Gatherings, closings, and group building
- Goal-setting and self-reflection

Model, Teach, Practice, and Assess Life Skills and Habits of Learning

Life Skills Check List

- You need them to be a successful student
- You need them to be a good life partner
- You need them to get a job and keep a job
- You need them to be a good parent
- You need them to be a responsible citizen
- You need them to have fun with other people
- You need them to be a friend & keep a friend
- You need them when life deals you a bad hand

Cluster #1:



Self-awareness, self-expression, and self-management skills (Personal Efficacy)

1. Recognize and name your own feelings
2. Express feelings appropriately and assess the intensity of your feelings accurately (on a MAD scale of 1 to 10, I feel....)
3. Understand the cause of your feelings and the connection between your feelings and your behavior
4. Manage your anger and upset feelings (know your cues, triggers, and reducers)
5. Know what you do that bothers others and accept responsibility when you mess up
6. Self-reflect on your behavior; be able to learn from it, self-correct, redirect, and change when you need to
7. Make responsible choices for yourself by analyzing situations accurately and predicting consequences of different behaviors
8. Deal with stress and frustration effectively
9. Exercise self-discipline and impulse control
10. Say, "NO", and follow through on your decisions not to engage in unwanted, unsafe, unethical, or unlawful behavior.
11. Seek help when you need it
12. Focus and pay attention
13. Set big and little goals and make plans
14. Prioritize and "chunk" tasks, predict task completion time, and manage time effectively
15. Activate hope, optimism, and positive motivation
16. Work for high personal performance and cultivate your strengths and positive qualities
17. Assess your skills, competencies, effort, and quality of work accurately

Life Skills Check List

Cluster #2:



Communication and Problem Solving Skills (Social Efficacy)

18. Exercise assertiveness; communicate your thoughts, feelings, and needs effectively to others
19. Listen actively to demonstrate to others that they have been understood
20. Give and receive feedback and encouragement
21. “Read” and name others’ emotions and non-verbal cues
22. Empathize; understand and accept another person’s feelings, perspectives, point of view
23. Analyze the sources and dimensions of conflict and utilize different styles to manage conflict
24. Use WIN-WIN problem solving to negotiate satisfactory resolutions to conflicts that meet important goals and interests of people involved
25. Develop, manage, and maintain healthy peer relationships
26. Develop, manage, and maintain healthy relationships with adults

Cluster #3:



Cooperation, Group Participation, and Leadership Skills (Social Efficacy)

27. Cooperate, share, and work toward high performance within a group to achieve group goals
28. Respect everyone’s right to learn, to speak and be heard
29. Encourage and appreciate the contribution of others
30. Engage in conscious acts of respect, caring, helpfulness, kindness, courtesy, and consideration
31. Recognize and appreciate similarities and differences in others
32. Counter prejudice, harassment, privilege, and exclusion by becoming a good ally and acting on your ethical convictions
33. Exercise effective leadership skills within a group
34. “Read” dynamics in a group; assess group skills accurately; identify problems; generate, evaluate, and implement informed solutions that meet the needs of the group
35. Use a variety of strategies to make decisions democratically

Identify specific Life Skills you want to introduce and practice during the first month. Focus on one or two at a time, so that students can experience saturated practice and you can provide multiple opportunities for feedback. Every quarter, you might encourage students to identify one or two Life Skills that they want to develop and strengthen.

Learning, Practicing, and Assessing Skills and Competencies

Learning and mastering any academic or behavioral skill requires multiple "hits" (6 to 8) and a sequence of steps. Here's what students need:

1. Give me a reason to learn this - which is to say that when we're not very clear about why being a skillful group member is important, we're less likely to engage students in the rest of the steps necessary for habitual and competent use of effective interpersonal and group skills.
2. Show me how to do it; model it for me.
3. Let me practice it multiple times in multiple contexts.
4. Assess how I'm doing and give me feedback and coaching.
5. Let me practice some more so I can get really good at this and assess how I'm doing on my own;
6. Recognize and notice when I'm doing it regularly and skillfully.
7. Give me opportunities to demonstrate my competency.
8. Let me lead by modeling and encouraging others to use this skill

Assessing Social Skill Proficiencies and Emotional Competencies:

- ④ I do it competently on a regular basis without prompting and encourage and support others to do it.
- ③ I do it competently most of the time with a little prompting.
- ② I do it competently some of the time. I still need a lot of prompting and feedback.
- ① This is still a growing edge for me. I hardly ever do it. I always need prompting and I need a lot more practice and feedback.
- ① I won't do it and/or I don't know how to do it.

Identify the Life Skills that you want to model, teach, practice, and assess intentionally at the beginning of the school year:

Week 1 _____

Week 2 _____

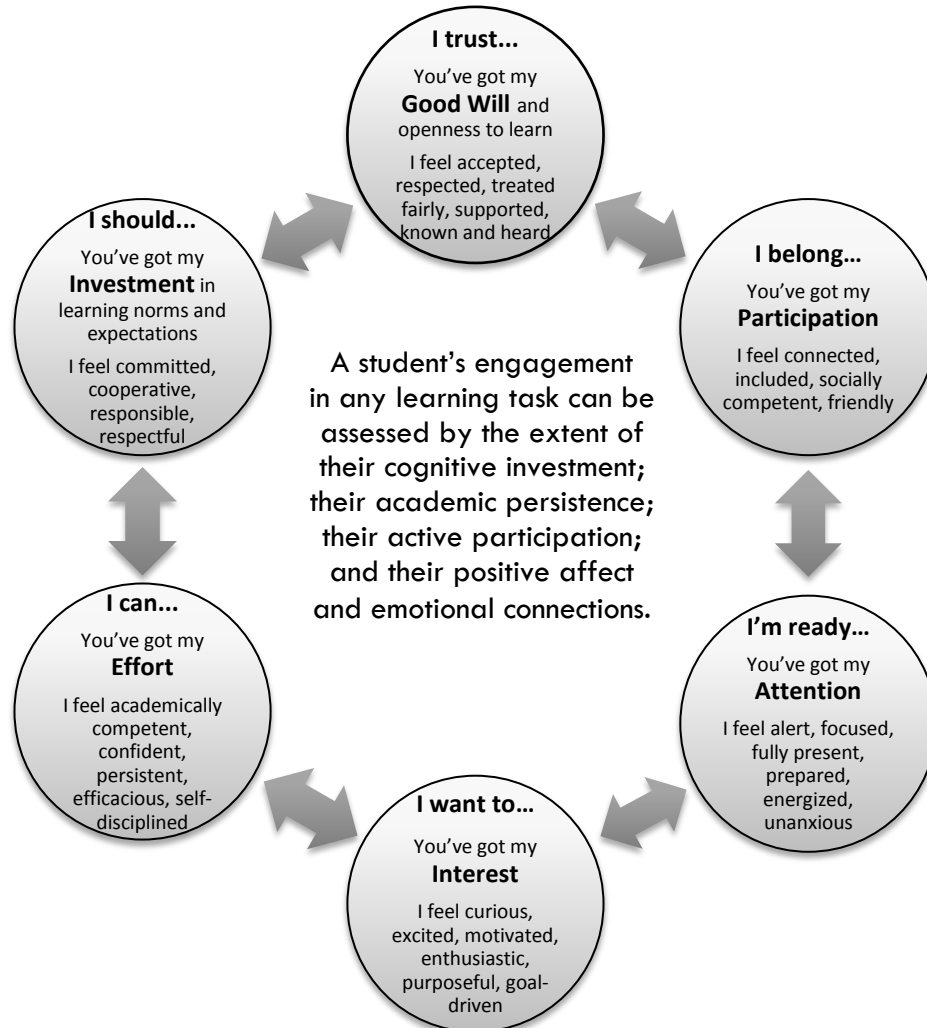
Week 3 _____

Week 4 _____

Week 5 _____

Six Dimensions of Engagement

Deeper engagement in learning fosters student attitudes and feelings that increase motivation, effort, persistence, and product quality.



Engagement in learning results in greater academic achievement because it cultivates.....

- Accurate processing of information
- Expanded working memory for problem solving and critical, creative, practice, and reflective thinking
- Increased capacity to store and retrieve data from long-term memory
- Sustained effort to complete challenging work
- Greater self-direction and independence as a learner
- Increased value placed on academic goals, habits, tasks, and achievement
- Increased feelings of pride, competence, satisfaction, and enjoyment related to academic achievement.

Model, Teach, Practice, and Assess Habits of Learning:

Developing a rubric that assesses students' habits of learning is another way to support the development and practice of critical skills and competencies linked to becoming a successful learner. Here's a sample list of habits to model, teach, practice, and assess. Teachers often expect students to assess their habits of learning on a regular basis and may also invite students to identify specific habits that they want to improve in a given grading period or cycle. Some grade level teams agree to focus on a few specific habits across the curriculum during the first month of school.

Rating Scale: 4: I do it all the time without prompting and encourage others to do it;

3: I do it most of the time with little prompting;

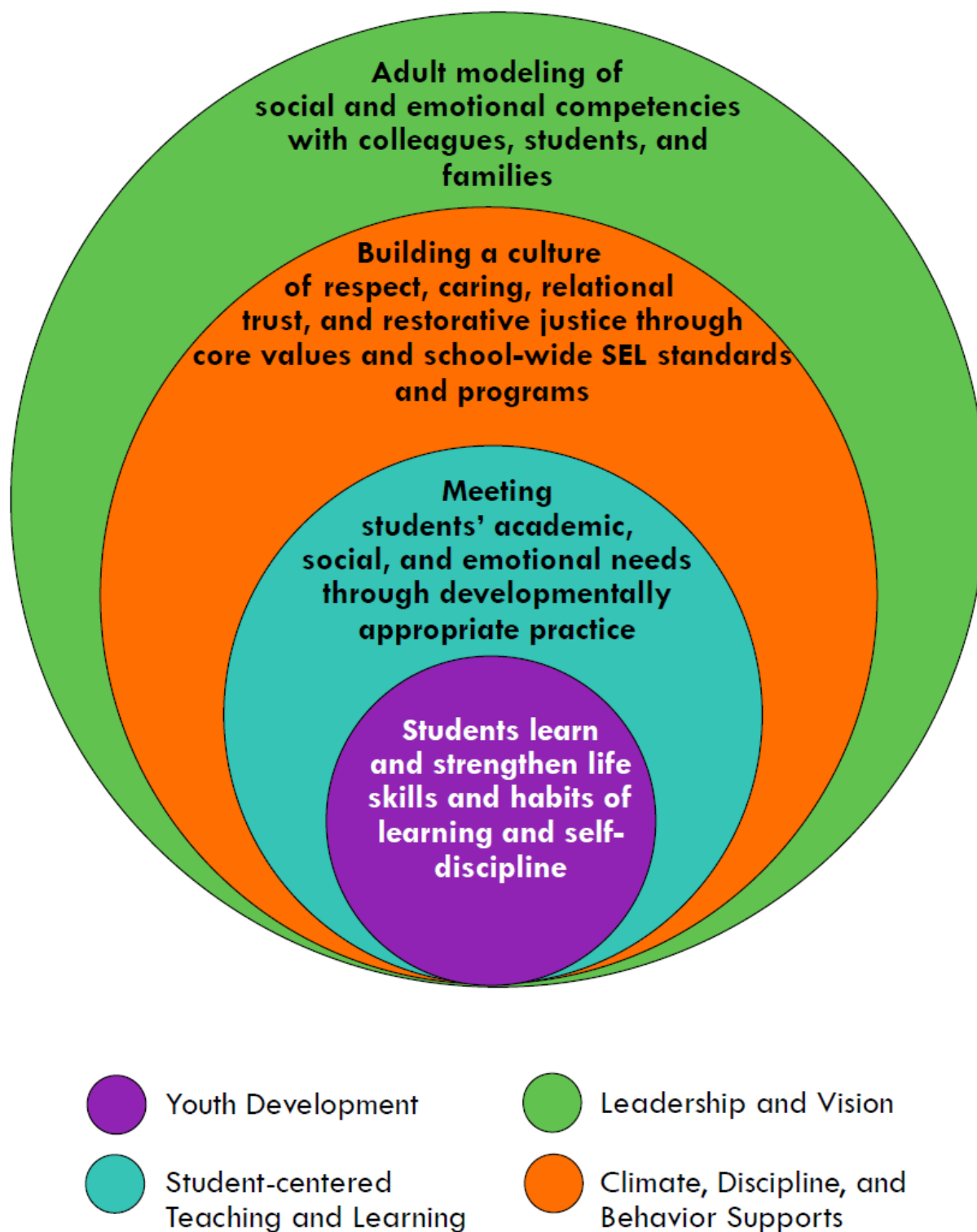
2: I do it some of the time with some prompting;

1: I seldom do it and I always need prompting;

0: I refuse to do it.

| Habits of Participation | Habits of Work | Habits of Self-Discipline and Self-Management | Habits of Communication | Habits of Mind |
|---|---|--|--|--|
| I worked cooperatively with others & did my fair share of the work. <input type="checkbox"/> | I followed directions and asked questions when I didn't understand. <input type="checkbox"/> | I sustained my focus and paid attention even when work was boring or difficult. <input type="checkbox"/> | I listened respectfully with out interrupting or making side-bar talk. <input type="checkbox"/> | I approached tasks with positive expectations and an open mind. <input type="checkbox"/> |
| I put the goal of the group ahead of my personal needs and goals <input type="checkbox"/> | I attempted and turned in all assigned work. <input type="checkbox"/> | I persisted in my effort until I "got it" or finished the task. I didn't give up. <input type="checkbox"/> | I shared my thoughts and ideas in small and large groups. <input type="checkbox"/> | I accepted challenges and took academic risks. <input type="checkbox"/> |
| I volunteered to take on leadership or more responsibility in the group. <input type="checkbox"/> | I brought all necessary materials to class and I was ready & organized to learn. <input type="checkbox"/> | I connected the task to important personal goals to motivate myself. <input type="checkbox"/> | I encouraged everyone to be heard and accepted others' viewpoints. <input type="checkbox"/> | I took initiative to ask questions and probed for deeper understanding. <input type="checkbox"/> |
| I was friendly, helpful, and good humored with others. <input type="checkbox"/> | I followed classroom guidelines, group agreements, routines, and procedures. <input type="checkbox"/> | I worked silently when it was necessary. <input type="checkbox"/> | I explained, restated, and summarized what I heard, viewed, or read. <input type="checkbox"/> | I used evidence and data to inform and support my thinking. <input type="checkbox"/> |
| I did something positive to make class a good place to learn. <input type="checkbox"/> | I addressed each part of the question, task, or assignment. <input type="checkbox"/> | I expressed & managed my feelings constructively. <input type="checkbox"/> | I used positive, non-aggressive language to express myself. <input type="checkbox"/> | I expressed curiosity / enthusiasm / interest in what I was learning. <input type="checkbox"/> |
| I did not allow other people's behavior to distract me from the task. <input type="checkbox"/> | I edited, corrected, revised, and completed all work w/ accuracy/proficiency. <input type="checkbox"/> | I handled mistakes, setbacks, stress, & frustration effectively. <input type="checkbox"/> | I knew when & how to ask for help when I needed it. <input type="checkbox"/> | I can tell you what I know and don't know / what I learned and what I can do <input type="checkbox"/> |
| I worked independently & stayed on task without bothering others. <input type="checkbox"/> | I organized what I learned & understood using notes, lists, maps, and/or graphics. <input type="checkbox"/> | I accepted help, feedback, correction, or consequences without putting up a fuss. <input type="checkbox"/> | I resolved differences or conflicts with others respectfully and non-violently. <input type="checkbox"/> | I made connections between what I'm learning and other knowledge and experiences. <input type="checkbox"/> |

Social and Emotional Learning



Integrating SEL throughout the School

Youth Development (SEL Competency Development)

- ☐ ***Direct Skill Instruction in Health, ELA, SS, Advisory***
- ☐ ***Curriculum Infusion of SEL skills and concepts into core subject areas to meet learning standards***
- ☐ ***Workshops and Presentations***
- ☐ ***Orientation SEL Workshops***
- ☐ ***Postsecondary Preparation - Navigating Transitions to College Culture***

Student-Centered Teaching and Learning (Classroom Practices that support SEL skill development and meet developmental needs of diverse learners)

- ☐ ***Guided Discipline*** that invites cooperation, self-correction, personal accountability, problem solving, and restorative actions
- ☐ ***Modeling, teaching, practice, and assessment life skills, habits of learning, and habits of self-discipline***
- ☐ ***Connections*** i.e. circle time, morning meeting, AM/PM check-in's, MS and HS advisories
- ☐ ***Community Building*** that establishes a caring, high functioning, high performing community of learners
- ☐ ***Development of Strong Relationships among and between Students and Teachers***
- ☐ ***Personalized, Differentiated Learning Strategies, Student Work, Assessments***
- ☐ ***Personalized and Differentiated*** academic support, enhancement, and networking

Climate, Discipline, and Behavior Support (School-wide Structures and Programs that support SEL skill development and meet developmental needs of diverse learners)

- ☐ Initiatives that build a ***Safe, Welcoming, Respectful School Climate***
- ☐ ***Fair, Accountable, and Restorative Discipline Policies and Practices***
- ☐ Specific interventions & support structures for ***Students with Chronic Unwanted Behaviors***
- ☐ ***Prevention/Youth Leadership Initiatives*** that build a positive peer culture
- ☐ Student /Family ***Orientation & Transition Programs***
- ☐ ***Service, Stewardship, & Citizenship*** within school & community
- ☐ Integration of ***Healthy Play*** into total school program
- ☐ Balanced, inclusive ***After-school Programs***
- ☐ ***SEL Parent Education*** & family partnerships

Leadership and Vision (Adult Modeling)

- ☐ ***Developing a "Culture of Conferencing" across Constituencies***
- ☐ ***A Problem Solving Orientation to Addressing School Concerns***
- ☐ ***Professional Development*** focused on understanding SEL and building SEL competencies

School-wide Restorative Practices

| What's the Strategy / Protocol | When to Use It / When It Take Effect | Who Does It? |
|--|--|--------------|
| A. Student-Teacher Mediated Conference: An adult third party facilitates conversation that will enable student and teacher to come to a resolution that involves positive words and actions that repair relationship, promote positive student behaviors, and promote supportive adult behaviors. | After a teacher has engaged in at least one conference with the student and attempted other strategies for addressing chronic unwanted behaviors | |
| B. Grade Level Team Case Conferencing: Teachers of student and the student's counselor engage in a 15 minute case conferencing protocol to fully identify the student's problems and develop a strategy for addressing unwanted behaviors or recommend a specific intervention. | When student is engaging in chronic unwanted behaviors across classes, the collective wisdom of the adults who work with the student is used to generate a holistic strategy for turning around student's behavior | |
| C. Group Behavior Conference with Student, Parent, Teacher(s), and Administrator: Student, parent, teachers and/or administrator gather to discuss the problem behaviors and develop a behavior contract or conduct card. | When chronic unwanted behaviors persist after implementation of prior strategies | |
| D. Guidance Replacement Behavior Sessions – three sessions (individually or in small groups) with counselor to develop desired “replacement skills” for chronic unwanted behavior | When students need to STOP particular unwanted behaviors and learn and practice replacement desired replacement behaviors that enable student to get back on track | |
| E. Peer Mediation: Two student co-mediators (conflict managers) facilitate mediation with students | When students engage in interpersonal conflicts that impact the learning environment. When students are suspended for fight, peer mediation serves as a re-entry protocol | |
| F. Group Mediation: An adult facilitates mediation with a group or groups of students | When a group or groups of students are engaged in a protracted conflict with each other | |
| G. Bullying / Harassment Caucus and Conference Protocol: Individual caucuses with victim and offender and group conference with victim, offender, parents, and administrator. | When incidents of harassment/bullying have been identified by a student or an adult | |

School-wide Restorative Practices

| What's the Strategy / Protocol | When to Use It / When It Takes Effect | Who Does It? |
|---|--|--------------|
| H. Problem Solving Place – In-school suspension protocol that involves: <ol style="list-style-type: none"> 1. What warrants time in problem solving place / for how many periods? 2. Conference with PSP coordinator 3. Behavior/learning contract or conduct card with PSP coordinator 4. Brief negotiation with teacher(s) when student returns to class | <p>When unwanted behaviors persist in the classroom after teacher has taken _____ steps to address unwanted behavior.</p> <p>When student has committed an egregious or aggressive act that seriously violates the safety, dignity, and well-being of teacher or students.</p> | |
| I. Peace Circle or Restorative Group Conferencing: Process for offending student or group to meet with all parties affected by the incident in order for victims to share their perspectives, for the offender to acknowledge the act, and for all parties to agree on a resolution that will promote healing, repair harm, and restore student's good standing. | <p>When high impact or egregious behaviors impact the school community and a significant number of adults and students.</p> | |
| J. Frequent Flier Mentors: An adult in the school who volunteers to check-in with student on a regular basis | <p>When at-risk students need a constant voice of support, encouragement, and straight talk</p> | |
| K. In-School Community Service: Students engage in some activity that enables them to make a positive contribution to the school community and restores their good standing. | <p>When “owing something back” to the school community is the most appropriate consequence for a particular unwanted behavior</p> | |
| L. Saturday SEL School: Half-day workshop to build social and emotional competencies | <p>When students need intensive foundational social and emotional skill development</p> | |
| M. Alternative Placement to Youth Agency | <p>When student warrants an out-of-school suspension, but there are concerns about the student serving suspension at home.</p> | |
| N. Suspension Re-entry Protocol: When a student returns to school, five things happen: <ol style="list-style-type: none"> 1. Student-Parent-Admin conference 2. Learning and Behavior contract is signed 3. Two week before and after school check-in with “shepherd” 4. Feedback from teachers to assess students' progress 5. At least one check-in conference with admin. or counselor | <p>When suspended students are expected to restore their good standing through positive actions when they return to school.</p> | |

State of Illinois Social Emotional Learning Standards

| | |
|--|--|
| Goal 1: Develop self-awareness and self-management skills to achieve school and life success. | Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals. |
|--|--|

| Learning Standard | Early Elementary | Late Elementary | Middle/Jr. High | Early H.S. | Late H.S. |
|--|--|--|---|--|--|
| A. Identify and manage one's emotions and behavior. | 1A.1a. Recognize and accurately label emotions and how they are linked to behavior. | 1A.2a. Describe a range of emotions and the situations that cause them. | 1A.3a. Analyze factors that create stress or motivate successful performance. | 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. | 1A.5a. Evaluate how expressing one's emotions in different situations affects others. |
| | 1A.1b. Demonstrate control of impulsive behavior. | 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner. | 1A.3b. Apply strategies to manage stress and to motivate successful performance. | 1A.4b. Generate ways to develop more positive attitudes. | 1A.5b. Evaluate how expressing more positive attitudes influences others. |

Resources:

CASEL.org

Sample SEL Activities: Several web sites share SEL activities and lesson plans. Here are a few:

[PBS Arthur Series](#)

Site offers a variety of free SEL activities for children 3-7 years of age.

[Developmental Studies Center](#)

Several sample SEL activities from the Caring School Community Program (found under the “What’s Taught” section of the site map)

[Project ExSEL](#)

Offers free social and emotional literacy lessons.

[Do 2 Learn](#)

Offers two free, interactive online emotion games, the feelings game, and a facial expressions game.

[Responsive Classroom](#)

Several community-building activities can be found in this site’s newsletter archives.

[Wings for Kids](#)

Dedicated to SEL after school, site offers free activities for elementary school age kids.

[EmoSocial](#)

An online journal that helps children label their emotions and characterize the nature of their relationships.

Websites That Focus on SEL, Mental Health, and Related Areas

- American School Counselor Association
- Center for Effective Collaboration and Practice
- Center for Integrating Education and Prevention Research in Schools
- Center for Social and Emotional Education
- Center for Substance Abuse Prevention of the U.S. Substance Abuse and Health Services Administration
- Center for the Social and Emotional Foundations of Early Learning
- Character Education Partnership
- Child Development Institute
- Developmental Studies Center
- Educators for Social Responsibility
- Edutopia: George Lucas Educational Foundation
- Emotions and Behavior section of KidsHealth.org
- Illinois Children’s Mental Health Partnership
- Illinois School Counselor Association
- Mental Health Association of Greater Chicago

- National Association of School Psychologists
- National Service-Learning Clearinghouse
- Northeast Foundation for Children - Responsible Classroom
- Project EXSEL (Excellence in Social and Emotional Learning)
- School Mental Health Project at UCLA
- School Social Work Association of America
- Search Institute
- Social Development Research Group at the University of Washington

CASEL "Select" Programs

***Caring School Community (Child Development Project): This K-6 program focuses on building a school community based on caring relationships between students, teachers, and families. Such caring is expected to increase student attachment to school and mediate positive student social, emotional, and academic outcomes. It stresses good citizenship.

Community of Caring (Growing Up Caring): A K-12, comprehensive, whole school character education program that emphasizes the five core values of caring, family, respect, responsibility, and trust as important guides for adolescent life choices and decision making related to health, drugs, sex, and staying in school. The program also promotes good citizenship, civic responsibility, and respect for the environment.

High/Scope Perry Preschool Project: This PreK-3 program creates a learning environment where young children naturally engage in 58 "key experience" activities that foster development of important skills and abilities. These include creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. The conceptually- and empirically-based framework is based on five key principles: (1) active learning; (2) supporting children's initiative and understanding their actions; (3) a child-friendly, inviting and home-like learning environment; (4) a consistent daily routine; and (5) ongoing child assessment.

I Can Problem Solve (ICPS): A PreK-6 interpersonal problem-solving curriculum with 59-83 lessons per year designed to prevent anti-social behaviors and help children learn to generate solutions to everyday problems, consider others' points of view and possible consequences of an act, and arrive at nonviolent solutions to conflict.

Know Your Body: A K-6 skills-based comprehensive health education curriculum with 49 lessons per year covering health topics such as nutrition, exercise, safety, disease prevention, consumer health issues, dental care, HIV/AIDS, substance abuse, and violence prevention, as well as citizenship topics.

Learning for Life: A K-12 general social skills program with 35-60 lessons per year designed to prepare students to successfully handle the challenges of today's society and enhance their self-confidence, motivation, and self-esteem. Citizenship is addressed through lessons on environmental, social, and other community issues with occasional participation in service-learning activities.

* Lions-Quest "Skills" series: This K-12 series of curricula focuses on character education, service-learning, and violence and substance abuse prevention. Lions-Quest programs are designed to help students develop the behaviors and skills needed to become healthy and capable adults. With 64-103 lessons per year, this series includes Skills for Growing (K-5), Skills for Adolescence (6-8), and Skills for Action (9-12). The series provides broad coverage of substance abuse prevention, violence prevention, and citizenship. A Lions Club video showcasing the program can be seen [here](#).

Michigan Model Teenage Health Teaching Module: A K-12 comprehensive health education curriculum with 43-58 lessons per year that extensively address health topics including relationships, safety, emotions, physical senses, pollution, exercise, and nutrition. Substance abuse, smoking prevention, and violence prevention/conflict resolution are addressed thoroughly. Healthy sexual development is also covered.

***Open Circle: This comprehensive, year-long, grade-differentiated K-5 social competency curriculum aims to help children become ethical people, contributing citizens and successful learners, and to help schools foster the development of relationships that support safe, caring, and respectful learning communities. The program has three major content areas: creating a cooperative classroom environment, solving interpersonal problems, and building positive relationships.

PATHS: This PreK-6 curriculum provides 30-45 lessons per year designed to promote social and emotional competence, prevent violence, aggression, and other behavior problems, improve critical thinking skills, and enhance the classroom climate. There is broad coverage of violence prevention and citizenship.

Peace Works: Peace Works is a collection of grade-level-specific conflict resolution curricula—Peacemaking Skills for Little Kids (preK-2), Peace Scholars (3-4), Creative Conflict Solving for Kids (5), Creating Peace, Building Community (6,7), Fighting Fair (8), and Win!Win! (9-12)—offering 16-48 lessons per year. There is also a peer mediation training component starting at fourth grade and going through high school. Based on Marzano's Dimensions of Learning, the program seeks to improve the school and classroom learning environment. There is broad coverage of violence prevention and citizenship.

Productive Conflict Resolution: This K-12 program includes 32-69 lessons per year and aims to empower students to resolve conflicts without resorting to violence, develop their emotional intelligence, enable them to uphold social justice, become responsible citizens, and participate in creating a caring and cooperative school environment. Broad multiyear coverage of violence prevention includes peer mediation training, understanding conflict, and the role of media in perceptions of violence and bullying.

Project ACHIEVE: Project ACHIEVE's PreK-8 Schoolwide Positive Behavioral Program and School Safety component includes the Stop and Think Social Skills curriculum, which consists of 20 sequenced "core" and "advanced" skills. The program is designed to promote social skills, conflict resolution, academic achievement, and a positive school climate.

Resolving Conflict Creatively & Partners in Learning (from ESR): With 28-51 lessons per year, RCCP's model includes a series of classroom-based SEL curricula, including Resolving Conflict Creatively (K-6), and Conflict Resolution in the Middle School, an extensive staff development component, parent workshops and a peer mediation program. A primary aim of RCCP is to help students develop the social and emotional skills needed to reduce violence and prejudice, form

caring relationships, and build healthy lives. Another is to provide schools with a comprehensive strategy for preventing violence and other risk behaviors, and creating caring and peaceable communities of learning. RCCP also provides broad coverage of citizenship.

*** Responsive Classroom: The Responsive Classroom K-6 approach to teaching, learning, and living aims to create classrooms that are responsive to children's physical, emotional, social, and intellectual needs through developmentally appropriate experiential education. Rather than structured lessons, it is based on six essential components or practices: classroom organization; morning meeting; rules based on respect for self and others and logical consequences of violating these rules; academic choice; guided discovery; and family communication strategies.

Second Step: This research-based curriculum has four levels: Preschool/Kindergarten, Grades 1–3, Grades 4–5, and Middle School. The Second Step elementary school program is designed to promote social competence and reduce children's social-emotional problems. The curriculum teaches students several skills central to healthy social-emotional development: empathy, problem solving, and emotion/anger management. The Second Step middle school program is designed to prevent or reduce violence, substance abuse, and bullying (including cyber bullying) through the promotion of the attitudes and social and problem-solving skills that are linked to interpersonal and academic success. In this way, the program seeks to promote the skills and attitudes that predict student success in school and in life.

*** SOAR: Skills, Opportunity, and Recognition: SOAR intends to create a community of learners through a school-wide K-6 program designed to strengthen instructional practices and increase family involvement. It addresses research-based risk and protective factors and focuses on providing students with skills, opportunities and recognition at school and at home. To develop healthy behaviors in students, the program helps educators and parents learn to consistently communicate healthy beliefs and clear standards for behavior; foster the development of strong bonds to their families, schools, and communities; and recognize the individual characteristics of each young person. One component for parents, Preparing for the Drug Free Years, aims to give parents information and skills to reduce the likelihood of substance abuse by their children.

Social Decision Making and Life Skills Development: This K-6 program has 25-40 lessons per year and is designed to help children recognize and use their emotions in effectively solving problems in a wide range of real-life situations inside and outside the classroom.

*** Tribes Learning Communities: Tribes TLC PreK-12 program aims to promote learning and human development by creating a positive school and classroom learning environment. The program is designed to help students feel included, respected for their differences, involved in their own learning, and confident in their ability to succeed.

* Voices: Reading, Writing, & Character Program: Voices is a K-6 integrated, multicultural literature-based, comprehensive reading and character education curriculum. It focuses on six core social skills and values: identity awareness; perspective taking; conflict resolution; social awareness; love and freedom; and democracy. The program provides broad coverage of violence prevention and citizenship.

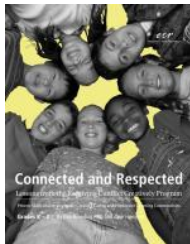
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